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ABSTRACT

This document is a curriculum guide on obedience to authority based on the assumption that informed, educated, thoughtful individuals are more likely to make intelligent decisions regarding obedience or disobedience to authority figures' requests than are uninformed individuals. The intent of this curriculum is to expose students to a small number of the variables that influence obedience to authority in the hope that this exposure will help them make intelligent decisions regarding obedience or disobedience to authority. Seven goals are described: (1) expose students to real life examples of obedience to authority; (2) expose students to experimental research on obedience to authority; (3) help students develop the capacity to think critically about authority; (4) help students recognize consequences of obedience to malevolent authority; (5) help students discriminate between just and unjust requests; (6) help students develop philosophies of obedience to authority; and (7) help students make intelligent decisions about obedience. Learning objectives, activities, and assignments are provided for each of the 6 days of the curriculum. Appendices include comprehension guides and a cause and effect pattern guide to the texts used in the curriculum; the in-class final examination; and an instruction sheet for a take-home personal philosophy paper. (ABL)

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A CURRICULUM ON OBEDIENCE TO AUTHORITY

ED268427

by

Brad J. Bushman

A master's project submitted in partial fulfillment
of the requirements for the degree

of

Master of Education
Utah State University/Weber State College Combined Program
in
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Introduction

Authority is an integral component of our society. Bierstedt (1954) has noted,

> Society indeed is impossible without order--in a large sense society is synonymous with order--and it is authority which serves as the foundation of much of the order which society exhibits. (p. 67)

Flacks (1973) has also observed,

> Virtually every social relationship involves some degree of inequality, hierarchy, or stratification in the participants' abilities to regulate terms and outcomes.
>
> In the myriad encounters of daily life, there is a multiplicity of means by which individuals can impose upon others. Indeed, all individuals are at times advantaged and at times disadvantaged; sometimes relatively powerful, sometimes powerless; sometimes dominant and sometimes subordinate. (p. 4)

Students, certainly, are not emancipated from this environment. They are faced with the dilemma of obedience to authority nearly every day of their lives. Deciding whether to mind parents, obey teachers, follow religious leaders, or even whether to go to war are examples of these decisions.

Although the presence of authority and authority figures in our society is inevitable, blind obedience need not be. It is the author's opinion that authority is neither inherently good nor bad. Authority, rather, may be likened to a tool, a tool which may be used malevolently or nonmalevolently. Likewise, obedience is neither necessarily "good" nor "bad." The <u>type</u> of obedience

seems to be the crucial factor. Blind obedience, indeed, is antithetical to intelligent obedience.

The underlying assumption of this curriculum is that informed, educated, thoughtful individuals are more likely to make intelligent decisions regarding obedience or disobedience to authority figures' requests than are uninformed individuals.

The intent of this curriculum is to expose students to a small portion of the innumerable variables that influence obedience to authority. It is hoped that this exposure will help increase each student's knowledge of this phenomenon, and help him or her make intelligent decisions regarding the obedience or disobedience of authority figures' requests.

Goals

The primary purpose of this curriculum is to facilitate acquisition of the knowledge, skills, and information necessary to enable each student to decide, thoughtfully, whether to obey a request from an authority figure. To achieve this ultimate goal, the individual student must be provided with learning experiences that foster an awareness of the possible ramifications of unquestioned obedience, the social forces that influence obedience, the difference between law and authority figures, and the components of just and unjust authoritative requests.

This curriculum is intended to:

1. Expose students to some real life examples of obedience to authority.
2. Expose students to some experimental research on obedience to authority.
3. Help students develop the capacity to think critically about authority and obedience to authority.
4. Help students recognize some consequences of obedience to malevolent authority.
5. Help students discriminate between just and unjust authoritative requests.
6. Help students develop their own philosophies of obedience to authority.
7. Help students make intelligent decisions regarding obedience or disobedience to authority figures' requests.

Day One

LEARNING OBJECTIVES FOR DAY ONE

Students will be able to:

1. Define authority.
2. Define conformity.
3. Define obedience.
4. Describe what the "Fascism Scale" measures.

INTRODUCTORY ACTIVITY

Hunter's (1981, pp. 149-150) Activity may be used to introduce this six day unit on obedience to authority. The activity is most effective if an unfamiliar adult is used, rather than the teacher.

Following the activity, discussion should focus on the areas Hunter recommends in the "Discussion" section. One should avoid discussing the Milgram experiments at this point, as they will be introduced later in the unit.

DEFINITIONS

After discussing the introductory activity, the teacher should define the following terms:

1. Authority: Milgram (1974) defines "authority" as ". . . the perceived source of social control within a specific context" (p. 141).

Authority cannot exist in a vacuum, it must exist within a social context. An individual becomes an "authority" when others perceive him or her as such.

2. Conformity: Webb (1981) defines "conformity" as a ". . . willingness to go along with others who have no special authority to compel us to do so" (p. 84).

3. Obedience: Webb (1981) defines "obedience" as

> . . . submission to authority. It differs from conformity in important ways. It assumes a hierarchy of authority--meaning an ascending series of people with rank having the right to tell others what to do. Obedience is a conscious act for which a subject claims little or no responsibility. (p. 84)

Perhaps the following example, given by Milgram (1974), will clarify the difference between obedience and conformity.

> Consider a recruit who enters military service. He scrupulously carries out the orders of his supervisors. At the same time, he adopts the habits, routines, and language of his peers. The former represents obedience and the latter, conformity. (p. 113)

FASCISM SCALE

To help students understand how psychologists view authority, the teacher may wish to have students take the California Fascism (F) Scale (Adorno, Frenkel-Brunswick, Levinson, & Sanford, 1960, pp. 416-417).

According to Adorno, Frenkel-Brunswick, Levinson, and Sanford (1950), the F Scale assesses nine facets of authority. The authors have defined each of these and have indicated which questions assess which facets.

After the students have taken the F Scale, the teacher may:

1. Tell the student that the inventory they just completed was designed to measure attitudes toward "fascism."

2. Define fascism, "Fascism: . . . 2. A system of government characterized by dictatorship, belligerent nationalism, racism, militarism" (Webster, 1975).

3. Read to students the interpretation of the F Scale found below.

A. Conventionalism. Rigid adherence to conventional, middle-class values. (Questions 1-4)

B. Authoritarian Submission. Submissive, uncritical attitude toward idealized moral authorities of the in-group. (Questions 1, 5-9)

C. Authoritarian Aggression. Tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional values. (Questions 2, 3, 10-15)

D. Anti-Intraception. Opposition to the subjective, the imaginative, the tender-minded. (Questions 3, 4, 16, 29)

E. Superstition and Stereotypy. The belief in mystical determinants of the individual's fate; the disposition to think in rigid categories. (Questions 5, 17-21)

F. Power and "Toughness". Preoccupation with the dominance-submission, strong-weak, leader-follower dimension; identification with power figures; overemphasis upon the conventional attributes of the ego; exaggerated assertion of strength and toughness. (Questions 7, 10, 11, 19, 22, 23-24)

G. Destruction and Cynicism. Generalized hostility, vilification of the human. (Questions 25-26)

H. Projectivity. The disposition to believe that wild and dangerous things go on in the world; the projection outwards of unconscious emotional impulses. (Questions 21, 24, 27-29)

I. Sex. Exaggerated concern with sexual "goings-on." (Questions 12, 15, 29)

4. The teacher may wish to have students identify the category or categories each question falls under. After the students have accomplished this, the teacher could ask questions such as:
   A. Why would questions 1-4 assess Conventionalism?
   B. How would questions 1, and 5-9 measure Authoritarian Submission?
   C. Do you think questions 2, 3, and 10-15 measure Authoritarian Aggression? Why or why not?

Note: The teacher could continue this type of questioning for the remaining categories if time permits. The main point that should be stressed is that although, collectively, the questions purport to measure attitudes toward fascism, different facets of fascism are assessed by different types of questions.

5. Ask students how the Fascism Scale relates to the Introductory Activity.
6. Ask students how the Fascism Scale relates to the definitions of authority, conformity, and obedience.

Day Two

LEARNING OBJECTIVES FOR DAY TWO

Students will be able to:

1. Identify some of the methods an authority figure can use to condition his or her followers.
2. Discriminate between just and unjust authoritative requests.

One example of obedience to religious authority is the incident at Jonestown. This incident has been included to help students recognize some of the consequences of obedience to malevolent authority. In addition, it illustrates obedience to unjust authoritative requests.

The following steps can be used to present the Jonestown example:

1. Have each student individually read "Nightmare in Jonestown" (Staff, 1978, December 4), "The horror lives on: A search for the answers to the questions of Jonestown" (Staff, 1978a, December 11), and "Anguishing letters to dad" (Staff, 1978b, December 11).
2. After the students have finished the articles, ask questions such as:
   A. How did Jones condition his followers?
   B. What influenced the members of Jonestown to drink the cyanide?

C. What would you have done if you would have been a member of Jonestown?

D. How might this incident have been prevented?

ASSIGNMENT TO BE COMPLETED PRIOR TO DAY THREE

Have students read excerpts from the The rise and fall of the Third Reich: A History of Nazi Germany (Shirer, 1960, pp. 226-227, 248-249, 253, 268, 967-974) and complete the Three Level Comprehension Guide for this reading in Appendix A.

Day Three

LEARNING OBJECTIVES FOR DAY THREE

Students will be able to:

1. Identify the major components of authorization.
2. Identify the major components of routinization.
3. Identify the major components of dehumanization.

Day Three is designed to expose students to real life examples of obedience to military authority. Two such examples are used in this curriculum; Adolf Hitler and Nazi Germany during World War II, and the My Lai massacre during the Vietnam War.

HITLER, WORLD WAR II

The first example of obedience to military authority comes from The rise and fall of the Third Reich: A history of Nazi Germany (Shirer, 1960). The teacher may wish to begin the discussion by reading the following quote:

> When you think of the long and gloomy history of man, you will find more hideous crimes have been committed in the name of obedience than have ever been committed in the name of rebellion. If you doubt that, read William Shirer's "Rise and Fall of the Third Reich." The German Officer Corps were brought up in the most rigorous code of obedience . . . in the name of obedience they were party to, and assisted in, the most wicked large scale actions in the history of the world. (Snow, 1961, p. 24)

Discussion questions may include:

1. You have just read portions from The rise and fall of the Third Reich: A history of Nazi Germany. Do you agree with Snow's quote? Why or why not?
2. How did Hitler get others to obey him? (e.g., oaths taken)
3. Why did the German soldiers obey Hitler? Should they have? Why or why not?

After discussing the Third Reich material, the teacher should proceed to the second example of obedience to military authority, Vietnam.

VIETNAM WAR

The second example of obedience to military authority is the My Lai massacre that occurred during the Vietnam War. An interview between Mike Wallace of CBS News and an American soldier involved in the My Lai massacre may be used for this example (in Milgram, 1974, pp. 183-186). The teacher may use the following steps in presenting the interview:

1. Before having students read the interview, have them individually complete the pre-reading exercise on page 9.
2. Divide students into groups of 5 or 7. Have students discuss their responses to the pre-reading questionnaire.
3. Tell students that the following quote describes an incident that occurred during World War II (in Taylor, 1970, pp. 138-139).

War Questionnaire

Directions: Please read the statements below and check the ones with which you agree.

_____ 1. Soldiers in the armed forces of the United States are obliged to obey the commands of their leaders, whatever those commands may be.

_____ 2. The citizens of another country, against which one is fighting, should always be treated as enemies.

_____ 3. If a soldier feels that engaging in a certain act is against his moral principles, but his leader tells him to perform the act, the soldier should follow his conscience and not perform the act.

_____ 4. Any type of killing is fair during a war.

_____ 5. Soldiers should not kill women and children of the opposing side during warfare.

On 5 April 1944, the notorious "blood bath" at Klissura occurred. The facts are: On the date in question an engagement between (guerilla) bands and German troops occurred about 2½ kilometers outside the village of Klissura. After the retreat of the bands, the troops moved into the village and began searching for evidence of band support. None was found. Later in the afternoon, units of the 7th SS Panzer Grenadier Regiment entered the village and began almost immediately to kill the inhabitants. At least 215 persons, and undoubtedly more, were killed. Among those killed were 9 children less than 1 year old, 6 between 1 and 2 years of age, 8 between 2 and 3 years, and 4 between 4 and 5 years. There were 72 massacred who were less than 15 years of age, and 7 people in excess of 80 years.[1]

4. Ask, "Were the acts of the German soldiers justified? Why or why not?"

5. Ask the students to read, individually, the interview with the American soldier.

6. Have students discuss, in their groups, the responses to the interview.

7. Ask students how the World War II excerpt is related to the My Lai incident.

8. Read the following quote to the class (in Taylor, 1970, pp. 42-43):

Moral responsibility is all very well, the reader may be thinking, but what about military orders? Is it not the soldier's first duty to give instant obedience to orders given by his military superiors? And apart from duty, will not the soldier suffer severe punishment, even death, if he refuses to do what he is order to do? If, then, a soldier is told by his sergeant or lieutenant to burn this house or shoot that prisoner, how can he be held criminally accountable on the ground the the burning or shooting was a violation of the laws of war?

These are some of the questions that are raised by the concept commonly called "superior orders," and its use as

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[1]United States v List, supra note 8 at pp. 1308-09.

a defense in war crimes trials. It is an issue that must be as old as the laws of war themselves, and it emerged in legal guise over three centuries ago when, after the Stuart restoration in 1660, the commander of the guards at the trial and execution of Charles I was put on trial for treason and murder. The officer defended himself on the ground "that all he did was as a soldier, by the command of his superior officer whom he must obey or die," but the court gave him short shrift, saying that "when the command is traitorous, then the obedience to that command is also traitorous."[1]

Though not precisely articulated, the rule that is necessarily implied by this decision is that it is the soldier's duty to obey lawful orders, but that he may disobey--and indeed must, under some circumstances--unlawful orders. Such has been the law of the United States since the birth of the nation. In 1804, Chief Justice John Marshall declared that superior orders will justify a subordinate's conduct only "if not to perform a prohibited act," and there are many other early decisions to the same effect.[2]

9. Ask students if, according to the above quote, all military orders should be obeyed.

10. The teacher may wish to bring closure to this subsection by having students write a couple paragraphs, giving their reasons for the positions they advocated verbally. (This enables the teacher to monitor the students' grasp of the issues.)

AUTHORIZATION, ROUTINIZATION, AND DEHUMANIZATION

After discussing both examples of obedience to military authority (World War II and Vietnam), the teacher should discuss

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[1]Axtell's Case (1660). 84 Eng. Rep. 1060.

[2]Marshall's statement was made in Little v. Bareme (1804). 2 Cranch 170, 179. For parallel decisions see those of Justice Bushrod Washington in United States v. Bright (1809) C.C.D.Pa. Fed. Case No. 1467, and United States v. Jones (1813) C.C.D.Pa. Fed. Case No. 15494.

with students the concepts authorization, routinization, and dehumanization. (For a source on authorization, routinization, and dehumanization consult Kelman, 1973.) The teacher may wish to read the follow definitions to students and ask the questions that follow each definition.

Authorization. Authorization means that acts are approved by legitimate authorities. Under these situations individuals feel they must obey orders. Often the individual obeys these orders without question. In addition, the individual who obeys the authority, by carrying out the authorized act, does not see himself responsible for the consequences of his actions.

Ask students the following questions:

1. In relation to the events you have read (Hitler, My Lai), was authorization involved? If so, how?
2. Were the violent acts of World War II authorized? If so, by whom?
3. Were the violent acts at My Lai authorized? If so, who authorized them?
4. Did the German soldiers feel obligated to obey Hitler? Why or why not?
5. Did the American soldier you read about feel obligated to obey his leader? Why or why not?
6. Did the American soldier feel personally responsible for what he did?

Routinization. Routinization exists when a job can be broken down into a series of steps which can be carried out automatically. Routinization fulfills two functions. First, it reduces the need for the individual to make decisions. Second, it helps the individual focus on the details of his or her job, rather than on its meaning.

Ask students the following questions:

1. Did the German soldiers in World War II have many individual decisions to make? If so, what were those decisions? If not, who made the decisions for them?
2. Did the American soldier you read about have many decisions to make? If so, what were those decisions? If not, who made the decisions?
3. In killing the Jewish victims, was the death process broken down into a series of steps? Can you identify some of the steps?
4. Did the German soldiers focus on the details or the meaning of their jobs? What is your evidence?

Dehumanization. For one human being to kill another human being, the victim generally must be thought of as less than human. This process, of perceiving the victim as less than human, is called dehumanization. Kelman (1973) argues that, to be human, an individual must possess identity and community. According to Kelman, a person has identity if he or she is perceived as an

individual, separate from other individuals. The person has a right to live because he or she is a person. An individual has community when he or she is perceived as part of a network of individuals "who care for each other, who recognize each other's individuality, and who respect each other's rights" (p. 49). Sanctioned massacres occur when fellow human beings are deprived of identity and community. Using labels helps to deprive persons of identity and community. Terms like "gook," "Communist," define individuals as subhuman. In addition, those who participate in the killings may come to see their victims as less than human; faceless objects to count.

Ask students the following questions:

1. How were the Jews deprived of identity and community?
2. How were the Vietnamese deprived of identity and community?
3. What labels were attached to the victims in these incidents?
4. Were the Jewish victims seen as individuals or numbers? How about the Vietnamese? What is your evidence?

ASSIGNMENTS TO BE COMPLETED PRIOR TO DAY FOUR

1. Have students read "Acts of submission" (Elms, 1972), and complete the Three Level Comprehensive Guide for this reading (Appendix B).
2. Have students read "Perceived symbols of authority and their influence on compliance" (Bushman, 1984) and complete the Cause-Effect Pattern Guide for this article in Appendix C.

Day Four

LEARNING OBJECTIVES FOR DAY FOUR

Students will be able to:

1. Identify the influence of gradual increases in commitment.
2. Identify the effects of distance on obedient behavior.
3. Identify the effects of symbols of authority on behavior.

Day four is designed to help students better understand some social influences which may facilitate obedient behavior. This section also helps students become better acquainted with some of the research that has been conducted on obedience to authority. In this section, two experiments will be examined: Milgram's (1974), and Bushman's (1984).

MILGRAM'S EXPERIMENT

First the teacher may ask for student comments on "Acts of submission." The teacher may also wish to read the following responses from one of the subjects in Milgram's (1974) experiment.

> I had about eight more levers to pull and he (the learner) was really hysterical in there and he was going to get the police, and what not. So I called the professor three times. And the third time he said, "Just continue," so I gave him the next jolt. And then I don't hear no more answer from him, not a whimper or anything. I said, "Good God, he's dead; well, here we go, we'll just finish him." And I just continued all the way through to 450 volts. (p. 87)

When asked if he had been bothered or disturbed by giving the shocks, the subject replied:

> No . . . I figured: well, this is an experiment, and Yale knows what's going on, and if they think it's all right, well, it's all right with me. They know more than I do. . . . I'll go through with anything they tell me to do. (p. 88)

The subject describes his overall performance in this way:

> Well, I faithfully believed the man was dead until we opened the door. When I say him I said, "Great, this is great." But it didn't bother me to find out he was dead. I did a job. (p. 88)

1. Why did this subject, and the majority of subjects in Milgram's experiment, obey the experimenter's requests?
2. Would critical thinking, on the part of the subjects, have changed the results of the experiment?

To help students understand the relationship between critical thinking and obedience to authority, the teacher may wish to have students read Sabini and Silver (1985).

After reading Sabini and Silver, ask:

3. What do you think would have happened in Milgram's experiments if the subjects would have followed the recommendations of Sabini and Silver?
4. How could these principles apply to your personal lives?

<u>BUSHMAN'S EXPERIMENT</u>

Bushman's (1984) experiment is to be used to help students understand the influence of outward symbols of authority on behavior. The following quote may be used as an introduction:

> While it may not be true that clothes make the man, the kinds of clothes a person wears does affect the reaction

of others to him. Shakespeare was aware of this and had one of his characters advise a traveler:

"Costly thy habit as the purse can buy;
But not expressed in fancy; rich not gaudy;
For the apparel oft proclaims the man!"

Various symbols are associated with those who hold positions of authority. The presidential seal, the American flag, and strains of "Hail to the Chief" often accompany the public appearances of the President of the United States. Generals have stars placed on their official automobiles, and men of rank in the military services wear distinctive modes of dress. Such symbols serve to identify authority and may induce deference from total strangers. (Tedeschi & Lindskold, 1976, p. 342)

The teacher may wish to ask the following questions:

1. What symbols of authority were used in Bushman's (1984) research?
2. Did these symbols influence the behavior of others? If so, how?
3. Why did these symbols of authority influence the responses of others?
4. What do you think you would have done if you would have been one of the subjects in the study?

In addition to discussing the above questions, the teacher may wish to have students experience this phenomenon first hand by wearing casual apparel one day and formal apparel the next. How does the teacher's apparel influence student behavior?

Day Five

LEARNING OBJECTIVES FOR DAY FIVE

Students will be able to:

1. Describe why authority is a necessary component of society.
2. Identify the relationship between too much order and too much freedom.
3. Distinguish between law and authority figures.
4. Identify the components of unjust authoritative requests.

Day five has two major objectives: first, to help students distinguish between "law" and "authority figures," and second, to help students distinguish between just and unjust authoritative requests.

Note to the teacher: As representatives of society, teachers have a responsibility to support basic democratic principles:

> Because teachers in public schools are clearly employed by society to perform educational functions for it, it is too be assumed that they are committed to the basic democratic ethos--the basic values--of that society. A person who accepts a teaching position without that commitment has signed a contract under false pretenses--surely a sufficient reason for dismissal. (Shaver & Strong, 1982, p. 79)

LAW AND AUTHORITY FIGURES

The teacher may begin this section by reading the following quote:

> Cooperative action of a number of men is necessary to the freedom of any one man; authority, in the sense of a hierarchical body of norms, is necessary to cooperative action, and therefore to freedom. (Dorsey, 1953, p. 321)

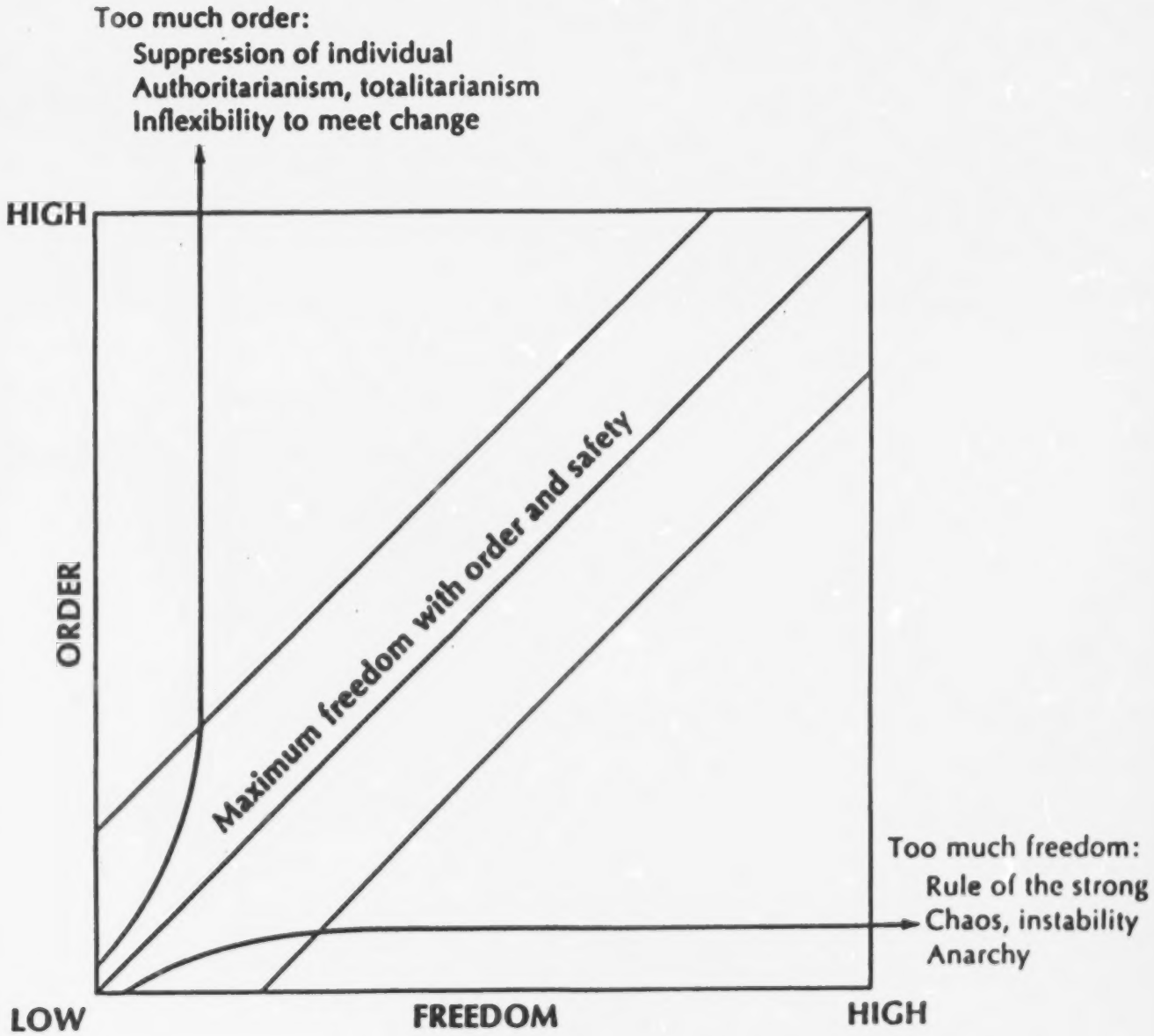
The teacher might begin by asking the following questions:

1. Do you agree with this quote? Why or why not?
2. What establishes cooperative action in our society? (laws)
3. What would happen in our society if individuals just decided to do anything that pleased them? (e.g., driving through red traffic lights)
4. Do citizens in our society have the responsibility to obey the laws of the land?
5. Can there be too much order in a society? Can there be too much freedom in a society?

At this point the teacher may wish to give students a copy of Knight's (1974) "Too much order - Too much freedom" graph on page 20. This graph may help students understand that both "too much order" and "too much freedom" are undesirable states. A happy medium between the two seems to be most desirable.

6. Is there a difference between obeying laws and obeying authority figures? What is that difference?

The teacher should stress that political authority, in our society, is mostly vested in law. Students should realize that


Too much order:
Suppression of individual
Authoritarianism, totalitarianism
Inflexibility to meet change
HIGH
ORDER
Maximum freedom with order and safety
Too much freedom:
Rule of the strong
Chaos, instability
Anarchy
LOW
FREEDOM
HIGH

obedience to law versus obedience to authority figures is a distinguishing feature of our constitutional democracy (e.g., Nixon and the Watergate incident).

JUST AND UNJUST AUTHORITATIVE REQUESTS

Next, the teacher should help students distinguish between just and unjust authoritative requests. The following points may be made:

1. Nearly all authority figures makes requests.
2. "Just" authority figures don't always make "just" requests.
3. Most encounters with authority figures run in a smooth manner (e.g., ministers, teachers, coaches).
4. Only when one encounters an "injustice frame" does compliance become an issue.

To help students understand what is meant by an "injustice frame," the teacher should read the following quotation:

> By an injustice frame, we mean a belief that the unimpeded operation of the authority system, on this occasion, would result in an injustice. (Gamson, Fireman, & Rytina, 1982, p. 14)

To summarize, if by obeying an authority figure's request an injustice will occur, the authority is making an unjust request. There are many things an individual may do when he or she encounters an unjust authoritative request. The teacher should stress that students have options other than simply obeying the unjust request.

The teacher may also wish to ask the following questions:

1. Have we encountered any examples of unjust authoritative requests in this unit? (e.g., Jim Jones)
2. How does one recognize an "unjust" request?
3. What options does an individual have when he or she encounters an unjust request?

Day Six

CONCLUSION

This section is designed to assess whether students have mastered the daily Learning Objectives. In addition, it attempts to determine whether the original goals of the curriculum were achieved. Both the learning objectives and the goals will be assessed by an in-class examination and a take-home "personal philosophy" paper.

IN-CLASS EXAMINATION

The in-class examination should be given at the start of the sixth day. The teacher may use either the examination in Appendix D, or his or her own examination.

Appendix D also includes two tables. One table lists the Learning Objectives in one column, and the questions designed to measure those objectives in the adjacent column. The second table lists the curriculum Goals in one column, and the questions designed to assess the achievement of those goals in the adjacent column.

TAKE-HOME PERSONAL PHILOSOPHY PAPER

The directions for the take-home personal philosophy paper are found in Appendix E. For the purpose of this curriculum, "philosophy" is defined as "a justified system of beliefs, values,

and attitudes." Responses on this assignment, of course, will vary greatly. There are no "right" or "wrong" responses; however, the student must be able to justify the responses he or she gives.

Appendices

APPENDIX A: Three Level Comprehension Guide for The rise and fall of the Third Reich: A history of Nazi Germany (Shirer, 1960).

APPENDIX B: Three Level Comprehension Guide for "Acts of Submission" (Elms, 1972).

APPENDIX C: Cause and Effect Pattern Guide for "Perceived Symbols of Authority and Their Influence on Compliance" (Bushman, 1984).

APPENDIX D: In-Class Final Examination.

APPENDIX E: Take-Home Personal Philosophy Paper.

APPENDIX A: The Rise and Fall of the Third Reich: A History of Nazi Germany: Three Level Comprehension Guide

I. Directions: Check the items you believe say what the author says. Sometimes the exact words will be used; other times other words may be used.

____ 1. According to Hitler, the primary purpose of education was to develop intellectuality and creativity.

____ 2. German soldiers took an oath to be loyal to their country, Germany.

____ 3. Hitler believed in ruling with power.

____ 4. Hitler's "Final Solution" was to exterminate the Jewish race.

____ 5. Hitler's word was the law for Germany.

____ 6. Hitler did not develop an organization for German girls.

____ 7. Hitler's gas chambers used carbon monoxide to kill Jewish victims.

____ 8. Young boys could join "Hitler Youth" at six years of age.

II. Directions: Put a check on the line beside any of the statements below which you think are reasonable interpretations of the author's meaning.

____ 1. Hitler hated all races of people, except the German race.

____ 2. The Germans worked 24 hours a day to expedite (speed up) the extermination process.

____ 3. Most of the Jews were killed by guns during World War II.

____ 4. Hitler is responsible for all of the tragedies that occurred during World War II.

____ 5. The main thing Hitler wanted from the Jews was their valuable possessions.

____ 6. Hitler tried to prevent the battles that occurred during World War II.

____ 7. The bankers knew that their jewelry shipments were the former belongings of exterminated Jews.

____ 8. Hitler was a genius.

____ 9. All males were forced to become members of "Hitler Youth."

III. Directions: Check those statements that might apply to your own experiences in real life, or those statements that are supported by your reading.

____ 1. Hitler couldn't help what he did because he was mentally unstable.

____ 2. Germans obey authority figures more than other races or nations of people.

____ 3. One should obey authority figures because they know what is best.

____ 4. If an authority figure requests you to do something that is against your moral principles, and you do it, it is not really your fault because the authority told you to do it.

____ 5. Society functions more efficiently with authority figures in the society.

____ 6. Each individual is responsible for his or her own actions.

____ 7. Authority figures should never be questioned.

APPENDIX B: Acts of Submission: Three Level Comprehension Guide

I. Directions: Check the item(s) you believe say what the author says.

____ 1. The subject's shock generator went up to 500 volts.

____ 2. The subject received a shock before the experiment started.

____ 3. The psychiatrists' predictions about Milgram's experiments were accurate.

____ 4. The distance between the learner and the subject influenced the subject's behavior.

II. Directions: Put a check on the line beside the statement(s) below which you believe are reasonable interpretations of the author's meaning.

____ 1. Those subjects who went over 400 volts were abnormal and cruel.

____ 2. Most subjects felt that they were not responsible for shocking the learner.

____ 3. The learner's pain cues (e.g., screaming) made the subject feel bad, and eventually caused the subject to disobey the experimenter's commands.

____ 4. Those subjects who laughed while shocking the learner thought that the learner deserved what he got.

III. Directions: Check the statement(s) below which might apply to your own experiences in real life, or the statement(s) supported by your reading.

____ 1. Milgram's experiments were conducted in the 1960's; people would not behave like that today.

____ 2. If I were one of the subjects in Milgram's experiment, I would not have shocked the learner.

____ 3. Milgram's experiment was more important than the learner's welfare, therefore, the subjects were justified in shocking the learner.

____ 4. Milgram's experiment was conducted in a laboratory. The subjects would not have behaved like that in real life.

____ 5. Most of the subjects in Milgram's experiment did not believe they were actually shocking the learner.

APPENDIX C: Perceived Symbols of Authority: Cause-Effect Pattern Guide

Directions: From your reading of "Perceived Symbols of Authority and Their Influence on Compliance" you will find the probable causes that led to the effects listed below. Write each probable cause in the space provided.

1. Probable Cause:

   Effect: More subjects complied to the fire fighter's request than to the bum's request.

2. Probable Cause:

   Effect: Subjects seemed to be more altruistic in the no authority condition than in the other conditions.

3. Probable Cause:

   Effect: Subjects were less hostile in the role authority condition.

4. Probable Cause:

   Effect: Subjects obeyed more quickly when the fire fighter made the request than when the business executive or the bum made the request.

FINAL EXAMINATION FOR THE UNIT ON OBEDIENCE TO AUTHORITY

Name:

MATCHING

Directions: On the line to the left of each term or concept in Column A, write the letter of the definition in Column B that best matches the concept or term. Each definition in Column B may be used once, more than once, or not at all.

COLUMN A	COLUMN B
_____ 1. Authority	A. Obedience to religious authority
_____ 2. Brad Bushman	B. Hitler's Youth
_____ 3. Conformity	C. A willingness to go along with others who have no special authority to compel us to do so
_____ 4. Hitler	D. Shock Experiment
_____ 5. Injustice Frame	E. The perceived source of social control within a specific context
_____ 6. Jim Jones	F. A belief that the unimpeded operation of the authority system would result in an injustice
_____ 7. Obedience	G. Person not an agent, but an extension of the authority
_____ 8. Percent of subjects that fully obeyed in Milgram's experiment (Voice Feedback)	H. Obedience to military authority
_____ 9. Psychiatrists estimation of the percent of subjects who would fully obey in Milgram's experiment	I. Individual deprived of identity
_____ 10. Stanley Milgram	J. Reduces the necessity of making decisions
_____ 11. Uniforms	K. Symbols of authority experiment
	L. Submission to authority
	M. My Lai massacre
	N. A symbol of authority
	O. Vietnam
	P. 85.4%

(Column B continued on next page)

COLUMN B (Cont.)

Q. 62.5%

R. 50.3%

S. 25%

T. 10.2%

U. Less than 5%

V. Less than 1%

TRUE/FALSE

Directions: Read each of the statements below. If a statement is true, circle the T. If a statement is false, circle the F.

12. T F In Milgram's experiment, as the distance between the subject and learner increased, the level of disobedience decreased.

13. T F Symbols of authority influence the behavior of others.

14. T F "Law" and "authority figures" are synonyms.

15. T F The apparatus used in Milgram's experiment was designed to increase voltage in large steps.

16. T F Altruistic compliance, in Bushman's experiment, was highest when the confederate dressed as a business executive.

17. T F In Bushman's experiment, subjects complied fastest when the fire fighter made the request.

18. T F Cooperative action of a number of individuals requires a hierarchal body of norms.

MULTIPLE CHOICE

Directions: Circle the items that best fit with the statements below.

19. "Authorization" means that:

A. violent acts are approved by an authority.

B. the individual feels he or she is not responsible for his or her actions.

C. the individual feels he or she must obey the authority figure.

D. the victim is deprived of "community".

E. Choices "A", "B", and "C"

F. All of the above

20. "Routinization" means that:

A. the job is broken down into a series of steps.

B. the victim is deprived of "identity".

C. the victim is labled as subhuman.

D. the individual doesn't need to make decisions.

E. the victim is deprived of "community".

F. Both "A" and "D"

G. Choices "B", "C", and "E"

21. "Dehumanization" means that:

A. the individual doesn't need to make decisions.

B. the victim is deprived of "identity".

C. the victim is deprived of "community".

D. the individual feels he or she must obey the authority figure.

E. Both "B" and "C"

F. Both "A" and "D"

SHORT ANSWER

Directions: Answer the following questions in the space provided.

22. What is likely to happen to a society that has too much order?

23. What is likely to happen to a society that has too much freedom?

24. What does the "Fascism Scale" measure?

25. What are some of the consequences of obedience to malevolent (harmful) authority?

ESSAY

Directions: Respond to the following incidents.

Incident #1

26. Mrs. Jones is leaving for the evening to play bridge with some friends. She has told her seventeen-year-old son, Mark, to stay home in case his father, who is on a business trip to New York, calls. Soon after his mother leaves, a couple of Mark's classmates stop by to ask him to go "drag Main Street with them". Mark has only recently moved to town and has had trouble making friends, and this would be a good opportunity to build some relationships. Should Mark obey his mother? Justify your answer.

Incident #2

27. Mary Smith is a member of her city's police force. Recently, the city condemned an old rundown apartment building in order to make room to build a city hall. Residents who would be forced to move out have been blocking the streets so that construction equipment cannot be brought in to begin work prior to tearing the building down. After three days of this blockage, the chief of police is tired of the obstruction of traffic and orders Mary and her patrol partner to take a vicious patrol dog to the site and, if necessary to get the people to let traffic through, allow it to snap at them and even bite them. Should Mary obey the police chief's orders? Justify your answer.

FINAL EXAMINATION KEY

1. E
2. K
3. C
4. B, H
5. F
6. A
7. L
8. Q
9. V
10. D
11. N

12. False
13 True
14. False
15. False
16. False
17. True
18. True

19. E
20. F
21. E

22. Suppression of the individual; authoritarianism; totalitarianism; inflexibility to meet change.
23. Rule of the strong; chaos, instability; anarchy
24. Attitudes characterized by dictatorship, belligerent nationalism, racism, militarism.
25. Limited opportunity for making decisions and choices; suppression of the individual; harm, or in some cases death (e.g., Jim Jones).

26, 27. There are no "right" or "wrong" answers to the essay questions. Scoring should be based on the reasoning involved, specifically, the degree to which the student justified his or her answer, and uses of the concepts in this unit to do so.

LEARNING OBJECTIVES

Objectives	Question(s) designed to assess Learning Objectives
1. Define "authority".	1
2. Define "conformity".	3
3. Define "obedience".	7
4. Describe what the "Fascism Scale" measures	24
5. Identify the major components of "authorization".	19
6. Identify the major components of "routinization".	20
7. Identify the major components of "dehumanization".	21
8. Identify the influence of gradual increases in commitment on obedient behavior.	15
9. Identify the effects distance can have on obedient behavior.	12
10. Identify the effects of symbols of authority on behavior.	13, 16, 17
11. Describe why authority is a necessary component of society.	18
12. Identify the relationship between "too much order" and "too much freedom".	22, 23
13. Distinguish between "law" and "authority figures".	14
14. Identify the components of unjust authoritative requests.	5

GOALS

Goals	Questions designed to assess Goals
1. Expose students to some real life examples of obedience to authority.	4, 6, 19, 20, 21
2. Expose students to some experimental research on obedience to authority.	2, 8, 9, 10, 11, 12, 13, 15, 16, 17
3. Help students develop the capacity to think critically, with regards to obedience to authority.	26, 27
4. Help students recognize some of the consequences of obedience to malevolent authority.	25
5. Help students discriminate between just and unjust requests from authorities.	5, 26, 27
6. Help students develop their own philosophies of obedience to authority.	1-27, Take home paper
7. Help students make intelligent decisions regarding obedience or disobedience to authority figures' requests.	26, 27

TAKE-HOME PERSONAL PHILOSOPHY PAPER

Directions: Write a paper defending your personal philosophy (justified system of beliefs, values, and attitudes) on obedience to authority. The following topics are possibilities for your paper.

A. Obedience to religious authority
B. Obedience to military authority
C. Views on Milgram's research
D. Views on Bushman's research
E. Views on law and authority figures
F. Views on just and unjust authoritative requests
G. Other topics approved by the instructor

Your paper should be at least two pages long. The major grading criterion will be the degree to which you justify your personal views.

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